

the condition of education 2006



INDICATOR 6

Concentration of Enrollment by Race/Ethnicity and Poverty

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

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Elementary/Secondary Education

Concentration of Enrollment by Race/Ethnicity and Poverty

A larger percentage of Black, Hispanic, and American Indian 4th-graders than Asian/Pacific Islander and White 4th-graders attended high-poverty schools.

Eligibility for the free or reduced-price school lunch program provides a proxy measure of family poverty status. Overall, 41 percent of all 4th-graders were eligible for the program in 2005, but percentages differed by race/ethnicity. Larger percentages of Black (70 percent), Hispanic (73 percent), and American Indian (65 percent) students were eligible for the program than White (24 percent) and Asian/Pacific Islander (33 percent) students (see supplemental table 6-1).

Larger percentages of Black, Hispanic, and American Indian students attended high-poverty schools than White or Asian/Pacific Islander students. For example, 48 percent of Black, 49 percent of Hispanic, and 36 percent of American Indian students were enrolled in schools with the highest measure of poverty (schools with more than 75 percent of students eligible for free or reduced-price lunch), compared with 5 percent of White and 16 percent of Asian/Pacific Islander 4th-graders.

cities, urban fringe, and rural areas, higher percentages of Black, Hispanic, and American Indian 4th-graders than their peers in other racial/ethnic groups were eligible for the school lunch program. In addition, a larger percentage of Black, Hispanic, and American Indian students in urban fringe and rural areas and Black and Hispanic students in central cities attended the highest poverty schools than did students of other race/ethnicities.

In addition to attending schools with the largest concentrations of students from poor families, Black and Hispanic 4th-graders were more likely to attend schools with high minority enrollments than White, Asian/Pacific Islander, or American Indian 4th-graders (see supplemental table 6-2). The majority of Black (51 percent) and Hispanic (56 percent) 4th-graders attended schools in which 75 percent or more of the students were minorities, compared with 3 percent of White, 31 percent of Asian/Pacific Islander, and 36 percent of American Indian 4th-graders.

A similar pattern existed when accounting for the school's location. In 2005, in central

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

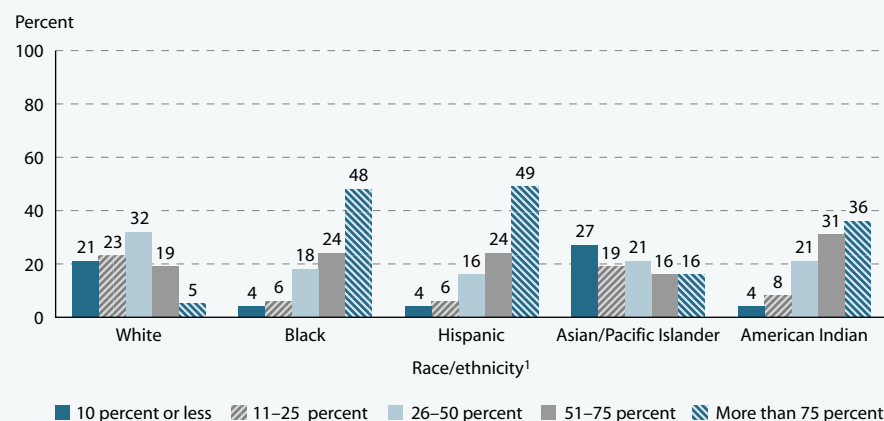
NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.



FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 6-1, 6-2

RACE/ETHNICITY AND POVERTY: Percentage distribution of 4th-graders by their race/ethnicity and the percentage of students in the school eligible for a free or reduced-price lunch: 2005



Concentration of Enrollment by Race/Ethnicity and Poverty

Table 6-1. Percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2005

Race/ethnicity and school location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	41	15	16	26	21	22
Race/ethnicity¹						
White	24	21	23	32	19	5
Black	70	4	6	18	24	48
Hispanic	73	4	6	16	24	49
Asian/Pacific Islander	33	27	19	21	16	16
American Indian	65	4	8	21	31	36
School location						
Central city	54	9	10	19	21	41
White	25	17	20	30	22	12
Black	75	1	3	14	20	62
Hispanic	79	2	4	10	20	64
Asian/Pacific Islander	42	21	12	18	22	27
American Indian	57	9	13	24	26	29
Urban fringe/large town	32	24	22	25	16	14
White	17	32	27	26	12	3
Black	60	8	11	26	24	31
Hispanic	66	7	9	21	25	38
Asian/Pacific Islander	25	33	26	22	10	9
American Indian	52	8	15	27	26	24
Rural/small town	41	8	15	36	29	12
White	32	9	18	40	27	5
Black	78	2	5	15	39	39
Hispanic	72	3	6	24	38	29
Asian/Pacific Islander	25	21	18	32	21	7
American Indian	73	1	3	17	36	44

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

Concentration of Enrollment by Race/Ethnicity and Poverty

Table 6-2. Percentage distribution of 4th-graders, by the percentage of minority students in the school and the student's race/ethnicity: 2005

Race/ethnicity ¹	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	100	29	18	18	12	7	15
White	59	46	25	19	8	2	1
Black	16	6	7	17	20	13	38
Hispanic	18	3	7	15	19	17	39
Asian/Pacific Islander	5	9	17	23	20	17	14
American Indian	1	8	14	27	16	8	27

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer, and previously unpublished tabulation (December 2005).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S6. Standard errors for the percentage distribution of 4th-graders by their race/ethnicity and the percentage of students in the school eligible for a free or reduced-price lunch: 2005

Race/ethnicity	Percentage of students in the school eligible for free or reduced-price lunch				
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
White	0.7	0.8	0.8	0.5	0.3
Black	0.4	0.5	1.0	1.2	1.2
Hispanic	0.4	0.4	0.8	1.3	1.4
Asian/Pacific Islander	2.1	1.4	1.5	1.1	1.2
American Indian	0.7	1.0	1.7	2.6	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S6-1. Standard errors for the percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2005

Race/ethnicity and school location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	0.3	0.5	0.5	0.7	0.6	0.6
Race/ethnicity						
White	0.3	0.7	0.8	0.8	0.5	0.3
Black	0.7	0.4	0.5	1.0	1.2	1.2
Hispanic	0.6	0.4	0.4	0.8	1.3	1.4
Asian/Pacific Islander	1.2	2.1	1.4	1.5	1.1	1.2
American Indian	1.7	0.7	1.0	1.7	2.6	2.6
School location						
Central city	0.6	0.6	0.8	1.0	1.1	0.9
White	0.8	1.3	1.5	1.5	1.3	0.7
Black	0.9	0.4	0.3	1.2	1.5	1.4
Hispanic	0.8	0.4	0.6	1.0	1.5	1.6
Asian/Pacific Islander	2.1	3.2	1.5	2.2	2.3	2.1
American Indian	3.2	1.8	2.4	3.2	3.1	3.6
Urban fringe/large town	0.4	0.9	0.9	1.0	1.0	0.7
White	0.3	1.0	1.2	1.1	0.8	0.4
Black	1.1	0.9	1.0	1.9	2.1	1.9
Hispanic	1.1	0.9	0.8	1.7	2.3	2.4
Asian/Pacific Islander	1.2	2.8	2.2	2.0	1.2	1.1
American Indian	4.9	2.1	2.6	3.3	6.0	5.9
Rural/small town	0.6	0.9	1.1	1.2	1.1	0.7
White	0.5	1.0	1.2	1.3	0.9	0.4
Black	1.2	0.5	0.8	1.5	3.6	3.0
Hispanic	1.8	0.9	0.8	2.1	3.0	2.9
Asian/Pacific Islander	2.7	4.2	3.9	3.4	2.2	1.9
American Indian	1.6	0.2	0.8	2.6	3.7	3.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S6-2. Standard errors for the percentage distribution of 4th-graders, by the percentage of minority students in the school and the student's race/ethnicity: 2005

Race/ethnicity	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	†	0.4	0.6	0.6	0.5	0.4	0.4
White	0.3	0.6	0.7	0.6	0.4	0.1	0.1
Black	0.3	0.3	0.4	0.8	1.0	0.8	1.1
Hispanic	0.2	0.2	0.4	0.6	0.9	1.2	1.1
Asian/Pacific Islander	0.1	0.6	1.2	1.6	1.4	1.8	1.4
American Indian	0.1	0.8	1.4	2.2	1.6	1.5	3.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer, and previously unpublished tabulation (December 2005).